



SOCIAL AND EMOTIONAL DEVELOPMENT

Component 3: Self-regulation

Learning Goal 3.a: Children develop the ability to express and regulate their own emotions.

By the following ages, most children will:

9m



- › Demonstrate the ability to self-soothe (calm down) through behaviors such as babbling, thumb/fist sucking, or rocking
- › Calm down when talked to, held, or rocked by a preferred caregiver
- › Express a range of emotions (e.g., joy, excitement, or sadness) through facial expressions, gestures, and sound

18m



- › Self-soothe when offered a special toy or blanket in combination with caregiver nurturance
- › Look to a trusted adult for comfort when upset or stressed
- › Demonstrate joy, pleasure, and excitement in learning to do new things

24m



- › Accept a security toy or blanket to self-soothe
- › Demonstrate familiarity with routines
- › Demonstrate strong emotions, such as anger, through actions (e.g., falling down on the floor and kicking their legs—throwing a “tantrum”) and calm down with caregiver assistance
- › Express emotions (e.g., happiness, sadness, or anger) through singing and pretend play (in addition to “tantrums”)

36m



- › Calm themselves down after a temper tantrum in a reasonable amount of time with caregiver assistance
- › Comfort themselves by seeking out a special toy, object, or caregiver
- › Use words to express their emotions

48m



- › Are increasingly able to regulate their impulses in certain situations (e.g., waiting their turn for a favored toy)
- › Can express emotions using words, signs, or other communication methods
- › Take pride in their accomplishments
- › Continue to use physical ways of expressing themselves when their feelings are intense (e.g., throwing things, pounding)

60m



- › Control strong emotions most of the time in an appropriate manner
- › Persist at a difficult task with decreasing amounts of frustration
- › Can name emotions using words, signs, or other communication methods